

# INSTITUTIONAL PLANNING

Wis. Stats. 38.50 (10) (a)  
Form EAB 2.04 (New 2/09)



STATE OF WISCONSIN  
EDUCATIONAL APPROVAL BOARD  
30 W. MIFFLIN STREET, 9<sup>TH</sup> FLOOR  
MADISON, WI 53703  
(608) 266-1996

The Educational Approval Board (EAB) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAB requires schools to submit an institutional plan during the annual renewal process. Although similar to a strategic or business plan, the institutional plan schools must submit will enable the EAB and school officials to engage in a dialogue over time about the future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. The EAB does not expect any school to divulge any sensitive, proprietary business information in the institutional plan. Institutional plans must address the five elements identified below and provide the information requested.

## I. SCHOOL INFORMATION

Name of School:

**WESLI - Wisconsin ESL Institute**

## II. INSTITUTIONAL PLAN ELEMENTS

**A. MISSION.** Describe your school's mission and vision, which identifies its purpose and its core values.

The mission of WTTP is to revolutionize the way our trainees look at learning and teaching through a practical, hands-on program that prepares them to teach English overseas. WTTP will accomplish this mission in an atmosphere that supports growth in the science and the art of teaching, guided by the following principles:

**Collaboration:** Trainees participate in the program as learners and teachers. In both roles, learning is facilitated through hands-on, experiential processes honoring the previous education and experience of all who participate in the program.

**Critical Thinking:** Trainees refine the ability to set goals and reflect on their growing gifts and skills as learners and teachers, planting the seeds for lifelong professional development.

**Cultural Competence:** Trainees cultivate an awareness of their own values and ideologies in order to understand how those affect the way they approach learning and teaching styles, and cultural differences

**B. MARKET.** Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

WESLI's Teacher Training program provides an intensive 5-week course for people interested in going overseas to teach English or for those interested in exploring the field of ESL. Students are generally recent university graduates looking for a professional certificate to allow them to teach abroad, or more mature students wishing to change careers or teach in after retirement. More recently however, we are seeing an increase in our International Student population for this program. Students are moved to enroll in the school largely on the basis of word of mouth from former students who report the excellent quality of the institution. We also have a number of student advisors in universities around the state that recommend our program. In addition to word-of-mouth, customers know WESLI is in business through the website. Our competition these days is generally online teaching programs or weekend-only programs like TEFL International or Bridge TEFL.

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**C. MANAGEMENT.** Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

WESLI's Director manages the program with support from WESLI's administrative staff for day to day operations and support from WESLI's Co-Directors for the big-picture context of the program and creating and supporting vision. In addition, the head teacher in the program plays a big role in the overall management of the Practicum portion of the program. The Teacher Training Program operates within the overall structure of the school (a much larger school than the scope of this document allows for, the main population of the school being non-Wisconsin residents), rather than a stand-alone school, taking advantage of all of the support staff - i.e. student services, marketing, etc.

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**D. SWOT ANALYSIS.** Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

#### GOALS, OPPORTUNITIES, THREATS (Updated/Modified from 2017)

Opportunity/Threat: The national economy consistently has an effect on WTTP enrollment. It is difficult to determine whether economic challenges encourage our target market to pursue further training, or whether personal economic challenges in a difficult economy or discourage it. It is also difficult for us to find ways to market directly to our varied potential students (recent graduates vs. mature students). The goal is to continue to find effective ways to market the program in the midst of difficult economic situations. Our tangible outcome will be to see a marked increase in enrollment for 2019 for Wisconsin residence (vs. international students).

Opportunity: There are proposals from entities overseas for short-term, on-site training programs that WTTP could design and develop. We have yet to have secured an opportunity such as this. Doing so would be an inroad to further development in this area.

Opportunity: As WESLI's marketing takes place overseas, but WTTP's student population is largely local, there is the opportunity to develop more overseas contacts to bring foreign students to the WTTP program.

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**D. SWOT ANALYSIS** *(continued)*

(Updated on 8/2018) We continue to search for effective ways to market to our local (and expanding notion of 'local' outside of the Madison Metro area) populations. While students may want to invest in their professional future with training, they may still encounter the difficult decision of economic investment. The goal to continue to find effective ways to market the program in the midst of difficult economic situations is still underway as the way of reaching those candidates changes with digital marketing and continued economic difficulties. We have also invested significantly in social media and digital marketing and have joined local business organizations to increase our word-of-mouth marketing efforts.

Overseas opportunities are developing - this year we taught a series of workshops for current in-service teachers in China and Brazil. These may develop into in-country opportunities eventually. We have also worked at developing relationships with local high schools and may provide ESL training for their mainstream teachers locally. Challenges include instructors that are able to take a short-term work trip for several weeks and leave any personal responsibilities on hold for that absence. We are strategizing how best to offer this program with a flexible instructor that is able to travel frequently for longer durations as needed.

WTTP has been jointly promoted with WESLI's services in overseas marketing. WTTP has seen an interest from candidates abroad in the 5-week program. We will continue to work on ~~this interest and our ability to provide this program to overseas students~~

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**E. FUTURE THINK.** Describe your school 5 years from now. What will it look like and how it will be positioned in the market place.

(Updated on 8/2018) Our future direction is to increase local and international enrollment for both domestic and international programs as we develop our marketing for each target market and find the most effective messaging to reach interested students.

We will hopefully be providing training for local teachers that are increasingly dealing with ELLs in their classroom, through partnerships with high schools in the area. We will also be training teachers abroad.

We will need to develop online coursework and materials to be able to compete with the wide array of options available, while keeping our high curricular standards.

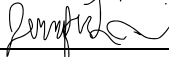
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**III. SUBMISSION**

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***I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.***

Signature of Authorized School Official:



Print or Type Name and Title:

Jennifer L Phillips, Director

Date:

8.27.18